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ABSTRACT

GRADES OR AGES: Grades 10 and 11. SUBJECT MATTER: Social studies, United States political development. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into three subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. More specific objectives are listed on the first page of each subunit. Each group of activities in the section column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition six appendixes contain curriculum materials--charts and graphs. STUDENT ASSESSMENT: No provision. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

10 & 11

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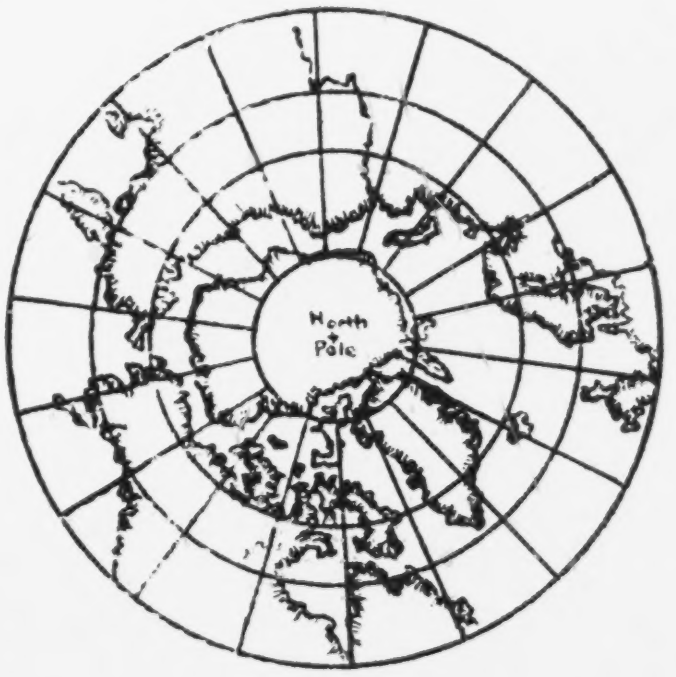
U.S. POLITICAL DEVELOPMENT AMERICAN CIVILIZATION RESOURCE UNIT IV GRADE 11



RHODE ISLAND COLLEGE
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RESOURCE UNIT IV
UNITED STATES POLITICAL DEVELOPMENT

(Suggested Time 15-20 weeks)

A. INTRODUCTION

The purpose of Unit IV is to portray in historical perspective the development of a political system in the United States. Since no political entity exists in a vacuum, a comparison of various political systems that exist or have existed through history is utilized to initiate the section. The section is concluded with a section on the functional operation of "American Democracy".

B. MAJOR UNDERSTANDINGS

The unit is divided into three sections. The first compares and contrasts democracy and totalitarianism. The second section examines the United States political system in view of these contrasting ideologies traces historically the developing political ideology of the United States. The last section deals with the practical processes of government and the problems and conflicts which have arisen within this "American Democracy".

C. AIMS

a) To gain an understanding of contemporary United States political institutions and of the various factors that have contributed to their formation.
b) To understand, in historical perspective, the various political systems and theories that underlie our present political structure.
c) To make the students know the everyday workings of government and of the machinations of the political arena.
d) To develop the ability to gather and evaluate current political events.

D. GENERALIZATIONS

a) The American political tradition is an outgrowth of several interrelated theories about government and of their adaptation on the land base of continental North America.	A. 7,8,9; E. 6,10; G. 6,8,10,14,19; H. 9,10; P.S. 1,2,3, 4,5,6,7,8; S. 1,2,3, 7,9, 10.
b) A fundamental strength of the American political system is the constant shift and reinterpretation afforded through our system of checks and balances.	P.S. 1,2,3,4,5,6,7,8.

c) Throughout United States history the political scene has been dominated by two political parties. At times "third parties" have appeared, but their ideas with public appeal have consistently been absorbed by the larger two parties.	P.S. 6,7,8.
d) The evolution of a body of custom and practice is directly related to the way in which political institutions actually function.	A. 1,2,3,4,5,6; E. 3, 8,9,10; H. 9,10,11, 12; P.S. 1,4,5,6,7,8; S. 1,2,6,7,8,9,10.

Note to Teacher;

This entire unit is written in a developmental manner. Teacher should feel free to reorder, add, and delete questions and activities as pertain to his specific situation.

Motivation Question for Political Science Unit

QUESTION	SUGGESTED ACTIVITIES	MATERIALS
What functions should and do any given government perform?	Throughout this section the students should be engaged in daily assignments of news gathering and interpretation. Some sources the students might use are: Weekly News Magazine T.V. Radio Newspaper Periodicals	Scriptograph: About Government Holt, Rinehart, & Winston Comparative Political Systems pp. 1-28 Merrill: American Government in Action pp. 1-8 McMillan: Democracy in the U.S. pp. 32-33

SECTION I
COMPARISON OF
CONTEMPORARY POLITICAL THEORIES

A. INTRODUCTION

This section will attempt to give the teacher and the students the tools they will need in order to analyze the political system in the United States. The section will compare and analyze the effectiveness of various political systems. It is hoped that the utilization of comparison and analysis will aid the students in understanding the United States political system.

B. AIMS

a) To compare and contrast the ideological foundations and operation of contemporary political systems.
b) To develop a mode of analysis for measuring the power structure of various political systems.
c) To illustrate that all political systems perform similar essential functions, although they may perform them in different ways.

C. GENERALIZATIONS

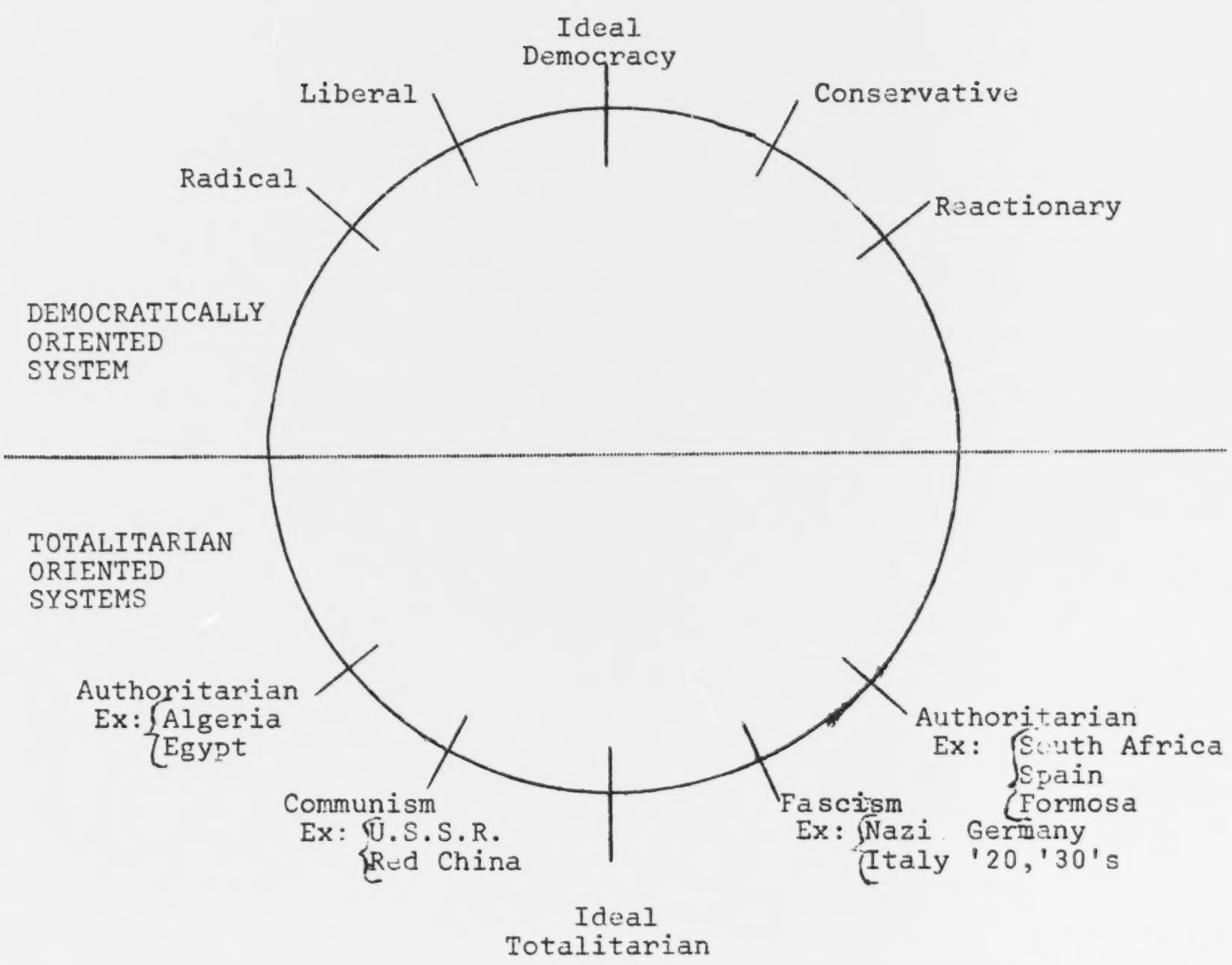
a) Throughout the world man has established systems of government.
b) All political systems perform similar essential functions.
c) Successful systems of government may sometimes act as prototypes for emerging nations.
d) All governments have, as an ultimate weapon, the power to enforce their values through coercion.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What is the difference between politics and a governmental system?	A class discussion to show the difference between the bureaucratic structure and the art of gaining and of holding power. Have students read excerpts from Machiavelli The Prince and report to class on his philosophy. A class discussion: "Does the Ability to get Elected Mean that one will be a Good Mayor?"	P.A.P.: a Finding Able Men and Women for City Careers Merrill: American Government in Action pp. 14,112, 126,139,411-414,425,2-3 Webster: The Problems and Promises of American Democracy pp. 274-275; 278-279 Prentice-Hall American Party System and American Peopl pp. 37-39 Holt;Rinehart, & Winston : Comparative Political Systems pp. 1-28 Oxford: Democracy, Capitalism and Communism p. 88 Allyn & Bacon: Today's Problems p. 186

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 What is the distinction between a political and an economic system?	A discussion on the distinction between politics and economics of a state. Ex. Sweden has a socialist economy and is democratic, Cuba is a socialist economy and is totalitarian; The U.S. (modified capitalism) and Great Britain (modified socialism) are both democracies! Ethiopia has a capitalist economy and a monarchy. Discussion attempting to show the difference between public government and private sector (private enterprise).	Holt,Rinehart, & Winston Comparative Political Systems pp. 45-60 Merrill: American Government in Action pp.1-60 World Almanac Scriptograph: About Man's Economic Wants About the Nature of Economics Oxford: Democracy, Capitalism & Communism pp. 27-44; 75-85 Webster: Problems and Promises of American Government pp. 186-203 Mehlinger: Totalitarianism pp. 23-36
Sub-question 2a Are there any correlations between types of government and their economies? (Why does the United States government often support a facist state over a communist one?	Have students draw a chart showing such correlations. Have the students explore the role the Catholic Church had in the Spanish Civil War (1936). Why did the Church support Franco?	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 What are the main classifications of all governmental systems? democratic or totalitarian See Appendix A	A discussion concerning governmental systems. What does the class conceive a governmental system to be? (this first question could be best handled as a general discussion to determine the understandings and beliefs of the students). Groups might read excerpts various systems, past or present, primitive or advanced, then give reports to the class. The class as a whole or a special committee made up of a member from each group could then discuss and conclude what <u>all</u> political systems have in common. Have a group of students examine various national states and classify them (both democratic and totalitarian states) in such terms as parliamentary, federal, unitary, presidential, monarchy. Show that these terms are not mutually exclusive and often can be used in describing both democratic and totalitarian states, or that many can apply to any state. i.e. Democracy may be federal (e.g. U.S.) of Unitary (e.g. Great Britain), Presidential (e.g. U.S.) or Parliamentary (e.g. Great Britain), and may even have a figurehead monarch (e.g. The Netherlands), or Totalitarian states may be federal (e.g. U.S.S.R.), Monarchy (e.g. Ethiopia), Presidential (e.g. U.S.S.R.), Unitary (e.g. Portugal), or Parliamentary (e.g. Spain). A class discussion to arrive at series of types of governmental systems. e.g. Unitary Republic - France Federal Republic - U.S.A. Constitutional Monarchy-U.S. Constitutional Democracy - Sweden	Holt, Rinehart & Winston: S.S. Series <u>Comparative Political Systems</u> pp. 1,2-2f Merrill: <u>American Government in Action</u> pp.1-60 N.C.S.S.: <u>Totalitarianis</u> Holt;Rinehart, & Winston <u>Totalitarianis</u> Oxford: <u>Democracy, Capitalism & Communism</u> pp. 10,12,14, 75,80,60,64 Holt;Rinehart, & Winston <u>Problems of Democracy</u> pp. 363-381

APPENDIX A. POLITICAL CLASSIFICATIONS



* Ebenstein, William, et.al. American Democracy in World Perspective, (Inside cover, Harper Row, 1967).

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 What are the characteristics of a "democratic system"? What are they for any "totalitarian" system? What are the functional differences between democratic and totalitarian states? Where does power reside in each?	A discussion to arrive at a series of characteristics on "the nature of democracy, and to separate (clearly) the term democracy from the term republic. ibid. for totalitarian, and to differentiate this term from terms such as socialism, communism, dictatorship etc. Students might contrast a totalitarian system such as communism, to a democratic system as found in the U.S.A. or France or other Western country on such topics as consent, elections, individual liberties, foreign policy, etc. A group report on U.S.S.R. Is it a Socialist Republic? Skit - Mehlenger: Totalitarianism pp. 40-48	Holt;Rinehart, & Winston Totalitarianism pp. 1-9 Ginn: Problems of Democracy pp. 482-485 N.C.S.S. Totalitarianism An Inductive Approach pp. 23-30; 37-38 Mentor: The Democratic Way of Life pp. 1-65 Macmillan: Democracy in the U.S. pp. 1-34 Transparencies TRSS-64-r,s,t, u,v,w,x,y Democracy vs Communism Filmstrips SS-C-44 Challenge of Communism SS-O-24 (h&r) "Democracy" Goode's Historical Atlas Hammond's Classroom Atla Films Communism (state film at R.I.C.)
Sub-question 4a How are democratic and totalitarian political systems distributed on the face of the globe? Are any aerial patterns discernable concerning political systems?	Have a group of students prepare world outline maps showing democratic countries vs Totalitarian countries, socialist economic vs capitalist economic systems, - Is there any aerial pattern to political and economic systems?	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 5 What are the various forms of democracy at present? Great Britain Sweden Holland France U.S.A. Canada India vs What are the various forms of Totalitarianiam? Spain Portugal Rep. of China U.S.S.R. Cuba Yugoslavia Brazil S. Vietnam	Student reports on each of the countries listed. How do their governmental systems differ? Why are they each classified as democracies and yet are so different? Two students or groups might contrast and compare political and governmental decision making in the United States with the U.S.S.R. or another totalitarian state. ibid - the role of the citizen in the United States with U.S.S.R. or another totalitarian state.	Holt, Rinehart & Winston: Comparative Political Systems pp. 100-274 Bete: About Communism Oxford: Democracy, Capitalism and Communism
Sub-question 5a Is it possible to classify any state as falling entirely into one category of division? (do "pure" democracies or "pure" totalitarian states exist) What are the projections for government in the future? (possibility of world government)	Best concluded by a discussion on what has proceeded. Obviously from the four previous questions there are no "pure" systems found in a nation - state level. However, the students might discover that certain communities are completely one or the other. i.e. religious communities monks nuns Amish or social groups New Harmony Amana Brook Farm Voluntown	

SECTION II
THE DEVELOPMENT OF A GOVERNMENTAL AND POLITICAL SYSTEM IN THE UNITED STATES

1. INTRODUCTION

Section II will attempt to portray the evolving political patterns of the United States from the 16th century to the present. The dominant idea to develop is the constant expansion of the rights of the common man. A major objective is to analyze our present political situation and then to develop both chronologically and topically how we got to be this way.

2. AIMS

a) To help students gain insights into the ideology of the United States political system.
b) To develop an understanding of the relationships between the United States political system and the various combinations of Anglo-European factors and the unique environment in 16th through 18th century America which brought it about.
c) To understand the two party system that has evolved; its legal and historical background.
d) To gain insights into the reasons for the constantly expanding franchise throughout United States History.
e) To understand the ever expanding role of government in such areas as welfare, education and retirement.
f) To help students appreciate the strengths and weaknesses of state and national governments.
g) To understand the relationships between the executive, and legislative and judicial branches of government.
h) To examine the historical background for the United States political experiment.

3. GENERALIZATIONS

a) The United States constitutional system is based upon 16th, 17th, and 18th century British and French political theory, the British constitutional tradition, and the experience of the colonies.
b) An aspect of American ideology is belief in the value of the common man. The franchise has been expanded to accommodate this ideology.

c) The two party system developed at the very beginning of the republic. It was not included in the constitution, but was a remnant of the English tradition of the "loyal opposition."
d) Through the use of the power to tax, war power, and the interstate commerce clause the federal government has continually and inevitably been involved in an increasing number of programs.
e) The executive, legislative, and judicial branches of the federal government have been involved in an intermit out struggle under our constitution.
f) The United States two party system has continued to evolve and has taken its shape within a changing American society.
g) There is continuous struggle between the forces of a centralized and decentralized government structure.
h) Throughout history man has consistently developed systems of government.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What patterns of political organization existed in colonial America? What political characteristics were common to all of the colonies?	Group activities to determine how each of the early colonies was governed a) Who was the executive? How did he gain office? b) What was the legislative body in each? How did the legislators gain office? c) What judicial system was prevalent in each colony? How were the judges appointed? To whom were they responsible? Have students define and explain the three types of colonies i.e. Royal, Proprietorship, Self-governing. Using the above definitions have students develop a script depicting a typical legislative day in each of the colonies. Have students select at random fellow students to act out the script. Contact Sturbridge Village for slides on New England Town Meeting. Have students draw a political cartoon satirizing a particular colonial form of government.	Holt;Rinehart, & Winston Comparative Political Systems p.30-32 Scott Foresmsn: U.S. History pp. 32 ff Laidlaw: U.S. History pp. 50 ff Films L-202 Land of Liberty Part I Transparencies TRSS-52-a Early Settlement and the 13 Colonies Oxford: Problems of American Democracy pp. 1-5 Grossier: Mastering American History Current, DeConc Dante: U.S. History Scholastic Book Periodical: The U.S. Constitution p. 17 Sadlier: Government pp. 1-11

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 What are some philosophical foundations for the American Political System?		Holt;Rinehart, & Winston Comparative Political Systemsp.33-34 46-50 Merrill: The Declaration of Independence
Sub-question 2a What political premises were established prior to the Age of Exploration?	Students should investigate and report on the political contribution of: Democracy, Hammurabi Code Greeks (Plato, Aristotle) Romans (Institution of Law, Caesars) Christianity (Brotherhood Justice, St. Augustine, St. Thomas Aquinas) Federalism (Contract System)	See-Locke's Two Treatises on Government Scott Foresman: U.S. History pp. 44ff Laidlaw: U.S. History pp. 60ff
Sub-question 2b What were the philosophical foundations of political activists of the 16th and 17th centuries? What influence did they have on the coming of the American Revolution? What Political theories did they advocate? What effect did the theories have?	An interested student or group of students might read excerpts from the writings of Locke, Hobbes, or Rousseau. From these the students should try to find ideas and concepts that have become integral parts of the U.S. political system. John Locke - Concerning Human Understanding Jean Jacques Rousseau - The Social Contract Thomas Hobbes - Leviathan Several students might do biographies on Locke, Hobbes, Rousseau, Montesquieu and other political philosopners who in some way affected England and her colonies in political development. Student reports on political activists in 18th century North American colonies. How did they help bring about the American Revolution? What political philosophy did they advocate?	Films Title II-D-209 Dawn of the American Revolution: A Lexington Family Title II(67) A-224 America's Foundations of Liberty D-202 Declaration of Independence Filmstrips SS-0-7-a Declaration of Independence Merrill: American Government in Action pp. 19, 25, 29

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Activists: Samuel Adams — John Dickenson John Hancock — James Otis Patrick Henry — Richard Henry Lee James Wilson — Daniel Dulany Thomas Paine — Thomas Jefferson A class discussion on the traditional rights of Englishmen (review of question in Overview). Were these "traditional rights" recognized universally in the English colonial possessions? Review the philosophical implications of the Declaration of Independence.	Oxford: The Constitution of the United States pp. 24-28 ABC: Viewpoints pp. 1-15 Merrill: The Declaration of Independence Oxford: Democracy, Capitalism & Communism pp. 55, 85, 31
Sub-question 2c To what extent has government been influenced by 20th century political thought? To what extent has current political thought affected the American :Revolution of 1965-1968"?	A group report on how the United States political ideals have affected other states. N.B. French Revolution and countries affected Central and South America (former Spain and Portugal colonies) Philippines, Puerto Rico, Virgin Islands A group report on how the political ideals of other nations have affected the United States. Students might research and report on such thinkers as: Marx — Norman Thomas Engels — Eugene Debbs Mao — Nietsche Lenin — etc. Approach English Department to have students read a play or novel concerned with contemporary political thought. Seven Days in May Last Hurrah Advise and Consent Animal Farm 1984 Brave New World Lord of the Flies	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 How did the U.S. political system function immediately following the Revolution?	A group of students to analyze the Articles of Confederation. Students should evaluate the importance of The Northwest Ordinance, 1787. Students should compare their own previously developed definition of a good government with that of the Articles of Confederation. Discuss the evaluation.	Ginn: Problems of Democracy pp. 430-432 Dell: A Dangerous Freedom p.74ff Merrill: The Articles of Confederation Films L-203 Land of Liberty Part II Transparencies TRSS-52-b Beginning of the American Revolution TRSS-62-25 The Articles of Confederation vs the Constitution Filmstrips SS-0-7-a Declaration of Independence SS-0-7-f Articles of Confederation Merrill: American Government in Action pp. 20-23 Oxford: Problems of Democracy pp. 3-5
Sub-question 3a What were the inherent weaknesses of the Articles of Confederation? Why were the states dissatisfied with the conditions that existed under the Articles?	A debate concerning the relative strengths and weaknesses of the Articles of Confederation. Resolved: the Articles of Confederation had great strengths which would have become apparent if allowed to function longer. A panel discussion on whether the U.S. was one nation or 13 separate nations during the period of the Articles of Confederation. Students should investigate the treaty with France in which French treated the U.S. as 13 separate nations.	
Sub-question 3b To what extent in 1780 should the various levels of government be responsible for the well ordered operation of society. (Should the banks run the economy, social conditions controlled by law, etc)?	Using data gathered from the above question students should be able to discuss and evaluate in light of question posed. Have one student look up laissez faire and its implications. Compare and contrast Johnson vs Nixon with regard to their methods of equalizing the social, political and economic conditions in America. (Public vs Private Effort)	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Sub-question 3c Under the Articles of Confederation what powers held by the states should be controlled by the central government?	Have students investigate and discuss the States Right Theory. Have one group investigate and list the powers held by the states and another group investigate and list those held by the central government. Discuss.	Oxford: The Constitution of the U.S. pp. 3-13 Sadlier: Government pp. 11-19 McMillan: Origins of Government pp. 1-24 Current, DeConde, Dante U.S. History Grossier: Mastering American History

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 In 1787 what methods were available to the citizens to change their governmental structure?	Research the amending process in the Articles of Confederation. Have a student investigate the significance of the Mount Vernon Convention and the Annapolis Convention. Have a group of students research and report on the format and procedures used at the Philadelphia Convention. Have a student discuss the pros and cons of a "closed door" convention. (Research Wilsons: "Open Covenants Openly Arrived at" (14 points) Have a group of students investigate the present move for a Constitutional Convention and its significance. Student reports on various compromise settlements of the constitution and operation of the national government due to our federal structure. - Senate-House relationship - 3/5 rule for S. slaves - placing of the nation's capital - states' rights - Article I of Constitution - Balance of Powers - Types of laws and powers	Scriptograph: About the Constitution pp. 1-5 Oxford: The Constitution of the U.S. p. 7 Grossier: Mastering American History ibid. ques. 3 Scholastic: The U.S. Constitution Oxford: History of the American People pp.270-282 ABC: Viewpoints pp. 34-54

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 5 How did the Constitution alter and strengthen the former articles?		MacMillan: Democracy in the U.S. pp. 271ff; 288-308
Sub-question 5a What is federalism? How does the U.S. federal system operate? What other federal systems are there in the world? How do they compare to the U.S.?	A discussion on the meaning of the word federal. Have students list the enumerated powers, implied powers, and the elastic clause. What controls do states have in federal system? Investigate and report. Based on information gained on the Articles of Confederation, have students debate the value of a centralized vs decentralized government. A student to have a research project to contrast federalism in U.S.A. to federalism in Canada. Student should understand that federalism can exist in any of several different forms.	Oxford: Problems of American Democracy pp. 5-6; 84 Sadlier: Government pp. 1-185 Transparencies Title II (67) TRSS-57-k,l, m,n,o, and p. Federal Government Title II (67) TRSS-57ww & xx "Legislature" Filmstrips SS-F-5 (c&d) Federal Government and Congress US-G-8 (a-d) National Government Series
Sub-question 5b What was the role of the legislative branch?	Divide the class into two parts. One part, the Senate, the other the House. The senate part investigates the requirements and powers of the Senate and the House part does the same for the House. Have students write a letter expressing their opinions to the Senators and Representatives from R.I. Have a discussion on the value of a bicameral legislature. Students might want to invite former Governor D.J.Roberts to discuss the unicameral legislature and why it would work in R.I.	Ginn: Problems of Democracy pp. 432-433 Webster: The Problems and Promises of American Democracy pp. 307-310

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have students investigate and report on the bicameral legislature in other countries. i.e. England, Canada.	Merrill: American Government in Action pp. 24-25; 37-56
Sub-question 5c What was the role of the executive branch?	Have a student list the requirements for the Presidency. Have a student list the enumerated powers of the Presidency. Have students show how the present President uses and enforces these powers, using current issues. Have students investigate the provisions made for a cabinet in the Constitution. Have students check in library or Providence Journal Co. to find out who the present cabinet members are. (Note to teacher: the expanding powers of the President will be taken up later) Have a student investigate and report back to the class on the origins, make-up, and procedure of the electoral college. Have a class discussion on the value of the electoral college and on the pending 26th amendment. (Also have students investigate the alternatives for the electoral college) Have a group compare the election procedure in the Greek City States with that of the British System. Have the students follow the legislative process for the passage of a bill into law. Have class role play the passage and the signing of a bill into law.	Scriptograph: About Government About the Constitution About Congress Mentor: Presidential Power Oxford: Problems of American Democracy pp. 5-7; 84 Oxford: The President of the U.S. Oxford: The Constitution of the U.S. Allyn & Bacon: Presidency: Office of Power ABC Document: Constitution Grossier: Mastering American History

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Sub-question 5d What was the role of the judicial branch?	Have a group of students investigate the powers given to the judicial branch in the Constitution and the qualifications of the judges. Have several students diagram the structure of the Federal Court System. Have students do biographies of current and past justices: Holmes John Marshall Earl Warren Brandeis Taney Frankfurter Have a group investigate and report on the 1968-1969 Supreme Court Justice Controversy. (Note to Teacher: supreme court case will be taken up under the question of expression of powers. Teacher might desire to use said case here.) Have students draw and analyze diagrams for the Federal, State and City Government. (See Appendix) Have the students role play the passage of a law.	Current DeConde Dante U.S. History Mentor: Living Constitution Scholastic: The U.S. Constitution pp. 126-189 Mentor: The U.S. Political Systems pp. 10-18 Heath: Presidential Power in the New Deal Bantam: President of the U.S. Heath: Ratification of the Constitution and the Bill of Rights University of Chicago Press: American Supreme Court

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 6. How has the Constitution been adapted to changing times? (Reinterpretation amendment checks and balances Supreme Court trial cases)	A student report on the role of presidential leadership. Examine expecially what are the constitutional powers given the president and how have they been interpreted. A student report on how policy is made, by whom, and where and how policy makers receive support. Have a student report on the amending process. Have a group catalog the amendments according to civil liberties, suffrage, etc. A student report on how the "Bill of Rights' came into being. Groups of students to examine each of the first 10 amendments to the Constitution and report its effect on our everyday life and activities. Invite a speaker from the A.C.L.U. to discuss with the class the activities of his organization in protecting the civil rights of the individual. A class discussion on how the Bill of Rights has strengthened and advanced the federal system in the United States. Have students report on: Why the 13th, 14th and 15th amendments were necessary. Groups of students to examine each amendment and explain its importance and all of its ramifications to the rest of the class. A student or group report on the phenomenon of states' rights. Where does the basis for this theory lie? What examples prior to the Civil War are there for a state trying to overrule or nullify a federal stature? In what areas did the Civil War alter the scope of states' rights theorists? What is the position of states' rights at the present?	McGraw-Hill: Problems and Promise of American Democracy pp. 301-333 Ginn: Problem of Democracy pp. 436-437 Scriptograph: About Congres Macmillan: Democracy in the U. S. pp. 93-98 Mentor: The U.S.Political System and Ho It works p. 8 Holt, Rinehar & Winston. Comparative Political Systems pp. 41-44 McGraw-Hill: Problems and Promise of American Democracy pp. 434-462; 48, 301 Ginn: Proble of Democracy pp. 467-479; 503-530 A.E.P: Liber Under Law Merrill: The Bill of Righ

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Investigate Marbury vs Madison, McCullough vs Maryland, Plessy vs Ferguson Brown vs Board of Education, Atkins vs Childrens Hospital vs Westcoast Hospital vs Brisk (re-interpretation of judicial review 1937) Have a student report on the elastic clause and its importance. Have a student investigate the President's power to commit troops to an area without a Senatorial declaration of War (Viet Nam). Have students report on the influence of the Marshall Court and the Warren Court. Have a group investigate and graphically depict the functions and the importance of the theory of checks and balances. Have groups of students report on current Supreme Court cases.	Filmstrip: SS-B-7 (a-e) "Bill of Rights Mentor: The Living U.S. Constitution pp. 82-90 Oxford: Problems of American Democracy p.84 Merrill: American Government in Action pp. 33-34; 274 One Nation Library: A Living Bill of Rights Films L-205 Land of Liberty Part IV Oxford: The Constitution of the U.S. pp. 20; 30-37 Scholastic: U.S. Constitution pp. 168-189; 149ff Allyn & Bacon: Politics - The American Way pp. 6-10 Grossier: Mastering American History
Sub-question 6a What new areas has the federal government entered in the 20th century? Why?	A discussion of this question might be the best way of handling the issue. Utilizing what has been discussed for the better part of two years the students should be able to identify large new areas of federal government involvement such as medicare, facets of the Welfare System, funds for education, research, the I.C.C., Pure Food and Drug laws, etc. Students might divide into groups to examine each of these new areas and to report to the class. Have a student or group of students write to the U.S. Bureau of Statistics for information on grants in aid from 1900 to the present. Use these figures to show growth in federal and government activities. Have students report on commission (F.C.C., I.C.C.)	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Sub-question 6b What are some possible courses for the future development of the U.S. political system?	This might prove an exceptionally strong discussion question responding to such questions as: What crises will we face?; where will we progress most?; will we achieve any of our ideals?; can freedom be maintained?; will citizenship increase? and will internationalism replace . . . . nationalism? A student might look at Daedalus summer 1967 "towards the year 2000". This list of 100 changes might be mimeographed and passed out to the entire class for examination and discussion.	Current, DeConde, Dante U.S. History University of Cicago Press: American Supreme Court Merrill: The Bill of Rights Allyn & Bacon: Today's Problems pp. 236-244

SECTION III
SELECTED ASPECTS OF THE UNITED STATES POLITICAL SYSTEM

1. INTRODUCTION

Section III should give the teachers direction in presenting selected operational aspects of the United States political system. The major objective is to have the students understand the operations of compaigning, voting, political parties, federal powers, and public opinion.

2. AIMS

a) To help students gain insights into the functional aspects of the United States political system.
b) To develop an understanding of political power and its various applications.
c) To develop a definition of politics as known in the United States.
d) To understand the United States political system such factors as ethnic background, financial situation, area of habitation, race, religion, occupation, and age must be considered.

3. GENERALIZATIONS

a) Voting power in the United States has been directed and controlled by numerous legal devices such as poll taxes, grandfather clauses, literacy tests, and residency requirements.
b) The right to vote has been denied by many extra-legal devices such as fear and inculcated inferiority.
c) The spoils system has existed from the very beginning of the Republic. Although there are continuing attempts at minimizing the scope of the spoils system, it should be clearly understood that the system has many good points as well as bad ones.
d) The evolution of custom and practices is significant in understanding the development of the U.S. political scene. (i.e., seniority, patronage, role of the chief justice, majority and minority leaders, the caucus, lobby, etc.)

QUESTION	SUGGESTED ACTIVITIES	MATERIALS
What is the formal power structure in the City of Providence? What are the various types of informal power? Who are influential persons? Why do they have influence? Who are the influenced? Why?	Have the students contact a legislator from their home district to come to speak to the class on political power. Have a group of students prepare a chart and report on the political power hierarchy.	Oxford: Problems of American Democracy pp. 87ff Allyn & Bacon: Politics The American Way pp. 59-73 Merrill: American Government in Action pp. 264-284 Sadilier: Government Structure and Interpretation pp. 174-184 Mentor: The U.S. Political System and How it Works p.96ff Allyn & Bacon: Today's Problems pp. 254-283 Holt, Rinehart & Winston; Problem of Democracy pp. 99-121

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What is a political party? How are they organized nationally? by states? Who is a member of a political party?	Have a group of students visit a local party headquarters, interview the party workers, report to the class what activities and functions they noted. In an election year encourage students to work for the candidates of parties of their choice. Reports could be given to the class on the scope and variety of the campaigning they witnessed or were involved in. A student report on how political parties help develop policy, focus majority opinion, resolve social conflict, etc. How would these functions occur without political parties? A student to prepare a chart showing political party organization. Have a student go down to state registry office and find out how onebecomes a member of a political party.	Heath: American Problems Today pp. 511-535 Holt, Rinehart & Winston Comparative Political Systems pp.86-90 Holt: Problems of Democracy pp. 37-51 McGraw-Hill: Problems and Promise of American Democracy pp.348-362 Ginn: Problems of Democracy pp. 482-487
Sub- question a) What "Third" parties have existed in American history? What difference did third parties make?	Students draw a time line naming all political parties in U.S. history. What policies and philosophies did these third parties develop? Have a student report on the liberal and conservative party of New York State.	Ginn: Conflict Politics and Freedom Macmillan: Democracy in the U.S. pp. 84ff Prentice-Hall: The American Party System and the American People
Sub-question b) Why do liberals and conservatives join the same political party?	Students list current political figures according to their political party and according to their liberal or conservative tendencies.	Mentor: The U.S.Political System and How it Works pp. 20ff; 78ff; 15ff

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	This might lead into a class discussion of politics as being the "Art of the Practical" and a definition for political parties: Organization whose members join together for the purpose of winning elections which entitles them to exercise governmental powers. Have a student investigate the New Democratic Coalition. Students should investigate what is a coalition government and how does it differ from our two party system?	Oxford: Problems of American Democracy pp. 106-112;26ff 128-131 Allyn & Bacon: Politics the American Way Sadlier: Government pp. 259; 267ff; 270ff
Sub-question c) How does a political party gain and control power? What is Boss and Machine Politics?	Student reports on the Spoils System (did it begin with Andrew Jackson?) Have a student investigate the number of jobs directly responsible to the mayor and to the governor. Have a student investigate and report on the Civil Service's ability to limit political power. Have a student research and report on the origins and existence of Gerrymandering. Develop an exercise to show how a given ethnic group can lose its political power by Gerrymandering. (See Appendix) A discussion on ethnic, religious and neighborhood voting patterns in Rhode Island. Students might analyze the table provided or other tables from Statistical Abstracts of the U.S. and through discussion arrive at a series of conclusions. What are the typical voting patterns of various strata of American Society?	Films P-17 Politics and Civil Service Transparencies Title II (67) TRSS-57-YY History of American Political Parties Filmstrips SS-C-24-a "Beginning of Political Parties" Grossier: Mastering American History Merrill: American Government in Action pp. 121-141

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	What are the implications of these figures? (See Appendix) Student could compare Democratic vote by ward with the ethnic composition of that ward. Student report on Boss Tweed and compare his findings to the political activities and powers of Mayor Richard Daley and on Byrd family of Virginia. One student might report on the origins and outgrowth of Tammany Hall, NYC. Student read and report on the Last Hurrah	McGraw-Hill: Problems and Promise of American Democracy pp. 348-362 Current, DeCande & Dante: U.S. History Heath: Democracy in the Age of Jackson
Sub-question 1d How do political parties affect the bureaucratic structure of every day political life?	Have the state representative from the district come in and speak on the Committee System and how it is employed at the State House. Its advantages and disadvantages. Have group of students investigate and list the major committee and their functions in the Senate and in the House of Representatives. Students should also investigate how the committee's members are chosen and how it decides on its chairman. Students investigate and report on the advantages and disadvantages of the Seniority System. Are there any positions not chosen by the seniority system. To exemplify the above students might report on the Adam Clayton Powell Case and on the Senator Dodd Case.	Scriptograph: About Congress p. 5 McGraw-Hill: Problems of American Democracy p. 365 (chart) Merrill: American Government in Action pp. 198-199

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Sub-question 1e How do political parties choose their candidates?	Students report on the Masonic Party and the growth of the Political Convention. To verify the convention systems have class a mock convention. Including all of the activities from the "Call" to the "Acceptance Speeches". Have a representative come in and talk about the State Party Conventions. Have students report on the origins, functions and purpose as well as the states which hold primaries. Using current periodicals - students could discuss the importance of the: Kennedy-Humphrey Primary, West Virginia, 1960; Romney-Nixon Primary in New Hampshire in 1968; McCarthy-Johnson Primary in New Hampshire, 1968.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 What is meant by political campaigning? What are some of the methods utilized in campaigning? What purposes does campaigning serve? How are campaigns financed? What are the historical antecedents of political campaigning?	Reports on how U.S. elections occur and what patterns they follow. Individual reports on conventions, the nominating process and campaigning. Group reports on how political parties obtain funds. (Fat Cats, patronage) Invite a local representative of government to school to discuss how his party functions, obtains funds, and exerts controls over the district. A group might investigate the allegations made following the last presidential election that the unreported funds of Richard Nixon played a big part in his campaign victory (see especially Providence Sunday Journal, Trend Section, December 15, 1968.)	McGraw-Hill: Problems and Promise of American Democracy pp. 363-376; 373ff Oxford: Problems of American Democracy pp. 118-120 Allyn & Bacon: Politics The American Way pp. 115-128 Merrill: American Government in Action pp. 128-132; 228-229;254-255; 399-400 Oxford: President of the U.S. pp. 10&11 Heath: American Problems Today pp. 511-536 Holt,Rinehart & Winston Problems of Democracy pp. 41, 44-47

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 What are special interest groups? How do they affect the political scene?	A group to identify several special interest groups in U.S. politics, what they are seeking, and how they proceed. A student written report on the history of Lobbies in U.S. history. A discussion on how these groups affect legislation and the American Scene in general. A student report on pressure groups. How do they differ from lobbies?	Holt,Rinehart & Winston; Comparative Political Systems pp91-92 McGraw-Hill: Problems and Promise of American Democracy pp. 377-390 Ginn: Problems of Democracy pp. 487ff Sadlier: Government pp. 264&265 Oxford: Problems of Democracy pp. 27&28; 77&78; 152&153 Mentor: U.S. Political System pp. 36; 79; 83; 129 Heath: American Problems Today pp. 537-558 Holt: Problems of Democracy pp. 25-28

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 Who has the right to vote in the U.S.? How do voting laws differ from state to state? Why are some people disenfranchised? By what means? (legal and illigal) What is vote manipulation? What are some of the methods used to manipulate votes?	A student to report on Rhode Island voting laws and to compare them with any state outside of New England. A group report to examine ways by which people have been and are deprived of the right to vote. Follow with a discussion on what are the underlying causes for these restrictions and what can and is being done about them. In an election year the student might compile sample polls on various candidates. They could compare the results of their polls to professional polls and to the election results. (Review Gerrymandering from section on machine politics.)	Holt,Rinehart & Winston: Comp. Political Systems pp. 82-86 McGraw-Hill: Problems and Promise of American Democracy pp. 2, 464-468 Ginn: Problems of Democracy pp. 491-495 Ginn: Conflict, Politics and Freedom p.108 Macmillan: Democracy in the U.S. pp. 35-83 Mentor: The U.S. Political System and How It Works pp. 14&15; 46-48; 100-181 Film G-7 Government of the People World Almanac Oxford: Problems of American Democracy pp. 123-135 Holt,Rinehart & Winston Problems of Democracy pp. 50; 99; 126

APPENDIX B. PERCENTAGE OF VOTE BY GROUPS IN PRESIDENTIAL ELECTIONS (by majority party)

	1952	1956	1960	1964
National	R.-55.4	R.-57.8	D.-50.1	D.-61.3
Men	R.-53.	R.-55.0	D.-52.0	D.-60.0
Women	R.-58.	R.-61.	R.-51.	D.-62.
White	R.-57.	R.-59.	R.-51.	D.-59.
Non-White	D.-79.	D.-61.	D.-68.	D.-94.
College	R.-66.	R.-69.	R.-61.	D.-52.
High School	R.-55.	R.-58.	D.-52.	D.-62.
Grade School	D.-52.	D.-50.	D.-55.	D.-66.
Prof. & Bus.	R.-64.	R.-68.	R.-58.	D.-54.
White Collar	R.-60.	R.-63.	R.-52.	D.-57.
Manual	D.-55.	D.-50.	D.-60.	D.-71.
Farmers	R.-67.	R.-54.	R.-52.	D.-53.
21-29 yrs.	D.-51.	R.-57.	D.-54.	D.-64.
30-49 yrs.	R.-53.	R.-55.	D.-54.	D.-63.
50 and older	R.-61.	R.-61.	R.-54.	D.-59.
Protestant	R.-63.	R.-63.	R.-62.	D.-55.
Catholic	D.-56.	D.-51.	D.-78.	D.=76.
Independents	R.-65.	R.-70.	R.-57.	D.=56.
East	R.-55.	R.-60.	D.-53.	D.-68.
Midwest	R.-58.	R.-59.	R.-52.	D.-61.
South	D.-51.	R.-51.	D.-51.	D.-52.
West	R.-58.	R.-57.	R.-51.	D.-60

Source: Gallup Polls

PERCENTAGE OF NEW VOTERS, SHIFTERS, AND STANDPATTERS IN PRESIDENTIAL ELECTIONS

Election	New Voters	Standpatters	Shifters	Voting Shifters*
1940	16%	71%	13%	16%
1944	13%	77%	10%	11%
1948	16%	73%	11%	13%
1952	20%	64%	16%	20%
1956**	27%	63%	10%	13%
1960	14%	67%	19%	22%

* % of voters who shifted party vote from one election to the next.

** Based upon pre-election preferences.

Source: Adapted from V.O. Key, The Responsible Electorate, 1966, pp. 19-20.

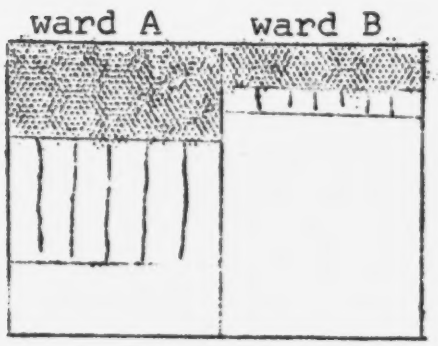
APPENDIX C
BRANCHES OF GOVERNMENT

	Federal	State	Local
Executive	President Vice President choose Cabinet	Governor Lieutenant Governor elected Attorney General Treasurer Secretary of State	Mayor chosen Comptroller Superintendent of Schools School Board
Legislative	House Senate	Assembly Senate	City Council
Judiciary	Courts	Courts	Courts

APPENDIX D
AN EXERCISE IN POLITICAL INFLUENCES

Have the students obtain the ethnic concentration of several wards of Providence. Then obtain and compare these to figures with the percentage of votes the Democrats received in a given election year. For example:

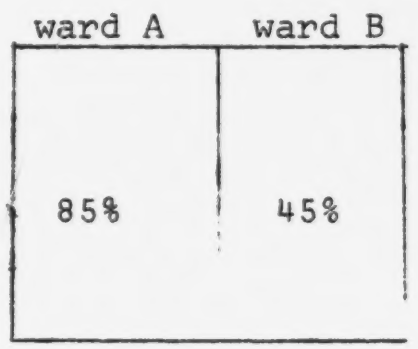
Ethnic Density



Key

Negro
Italian
W.A.S.P.

Voting Pattern



Vote for the Democratic Candidate - 1964

APPENDIX E
GERRYMANDERING

Given the following population and ethnic map:

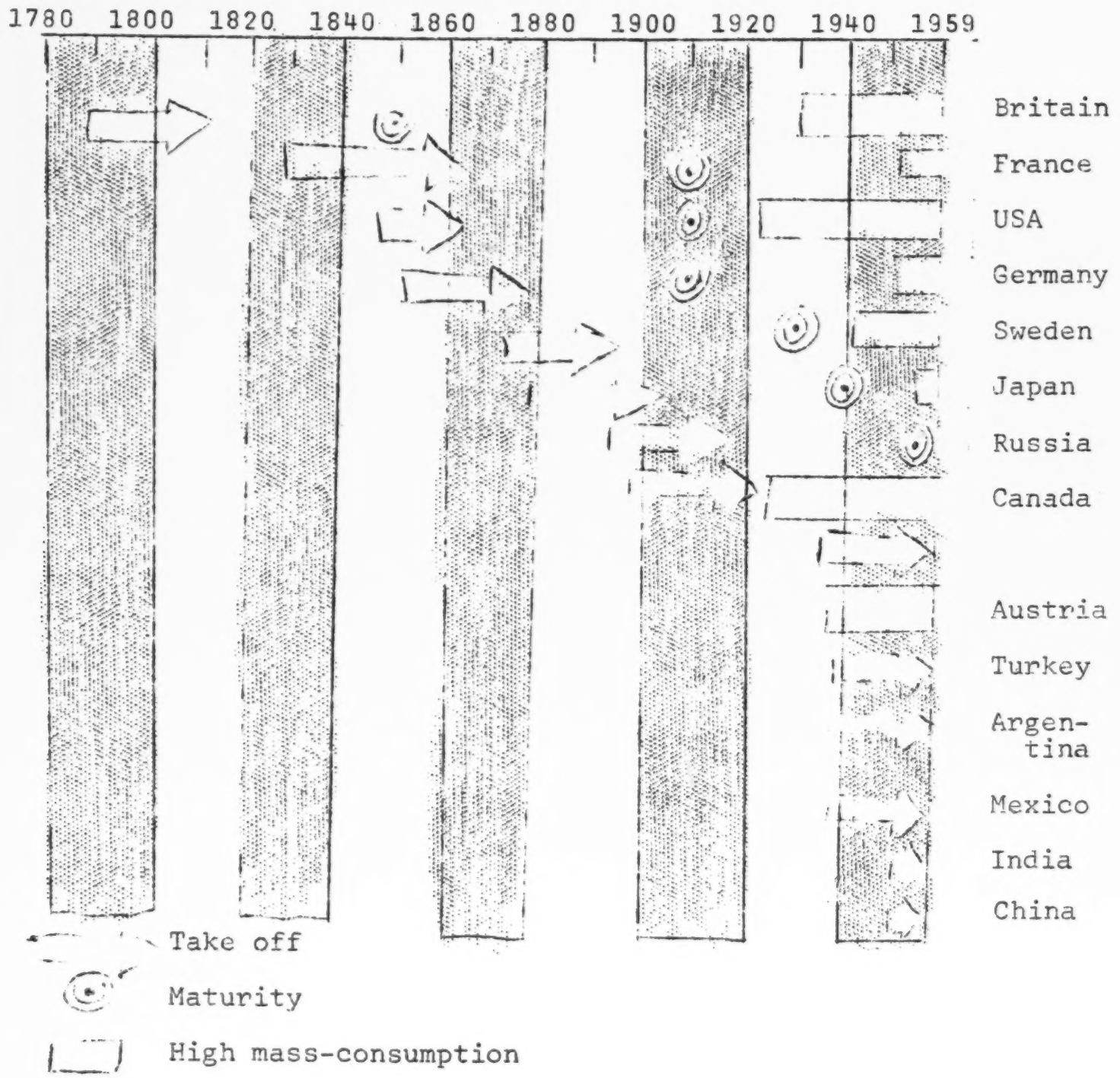
Have the students gerrymander each one of the groups so that it will lose its political power. (Do this on a "one man - one vote" basis)

Italians	Negroes
50,000	25,000
Jews	**Irish**
25,000	35,000

Dem. 85% Rep. 15%	Dem. 55% Rep. 45%
Dem. 60% Rep. 40%	Dem. 45% Rep. 55%

How could the Republicans capture more than one district?

APPENDIX F
CHART OF STAGES OF ECONOMIC GROWTH
IN SELECTED COUNTRIES



Source: The Stages of Economic Growth, W.W. Rostou. (Cambridge, 1962)